IMPERIUM FEDERATION

Accessibility Policy

Policy Review Schedule			
Date Updated	October 2026		
Policy Review Cycle	Every 4 Years	Date for Review	October 30
Signed COG	Carol Ladbrook		
Signed Exec Head	Meic Griffiths		

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act

2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 4 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Waterside and at King’s Oak, the Plan will be monitored by the Executive Headteacher and evaluated by the Resources Committee. The current Plan will be appended to this document.

At Imperium we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning.

We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims

Our Aims are:

• Increase access to the curriculum for pupils with a disability, medical condition or other access needs

• To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.

• Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Imperium is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Imperium Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Imperium Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

• Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary.This includes teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).

• Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

• Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables,

textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

• Health & Safety Policy

• Special Educational Needs Policy

• Supporting Children with Medical Conditions and Administration of Medicines Policy

• Trips and Residential Visits Policy

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the schools, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are no areas of either Waterside or King's Oak to which disabled pupils have limited or no access at the moment except at Oak Lodge whereby if a pupil/staff member is unable to work upstairs in the therapy spaces, they can be relocated to one of the ground floor rooms. Disabled pupils (of all levels) can participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments,pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement

as possible. We have employed a number of measures including additional support at un restricted sections of the school day.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible.

We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

Waterside is housed in 1 dual story building. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with stable door, this being fully accessible to wheelchair users. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate. There are disabled toilet facilities available in the building.

These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

King's Oak is housed in 1 story building, with several outbuildings. Oak Lodge is housed in 1 dual story building and 1 outbuilding. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and is accessible to disabled/wheelchair users. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate with agreement of King's Park School. There are disabled toilet facilities available in the building.

These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

• We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.

• The Governors and Senior Leadership Team work closely with the Local Authority.

• We work closely with parents to consider their children's needs.

• The policy is reviewed annually and/or as children's needs change.

• The annual review is then shared with staff.

• We make links with other schools to share best practice through regular SENDCo network meetings and other communications as needed.

Complaints

The Federation works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Executive Headteacher in conjunction with the Heads of School.

The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.